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ABSTRACT

After a brief introduction, the guide to career education in Alabama identifies several career education concepts which concern the relevance of education to the world of work and diagrams the components of the three elements of career education (awareness, exploration, and preparation). The next section diagrams the career education curriculum model and explains the three elements of career awareness, career exploration, and career preparation in paragraph-length summaries. The following section briefly describes career education efforts in Appalachian Alabama, and the next section covers various aspects of leadership development for curriculum change (development of inservice education programs and participation in conferences, consortia, councils, and projects to develop career education programs). The last section briefly discusses the promise of career education for Alabama's future. (JR)

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CAREER EDUCATION IN ALABAMA

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THE ART OF THE STATE

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CAREER EDUCATION IN ALABAMA
"The Art of the State"

Alabama makes a beginning in 1972 . . .

In March, 1972, some terms were permeating the atmosphere that were exciting to professional educators in the Alabama State Department of Education. These terms were "career education", "relevance of schools", "modern society", and "rapid change". After further exploration of the concepts inherent in the words, "career education", it was realized that the concepts, when integrated into the total curriculum, would result in relevant instruction for pupils, because career education connects the school and life in meeting student needs in a changing society. Thus the State Superintendent of Education and the State Directors of the Divisions assumed a leadership role in initiating a Career Education Program as a major thrust of all education in Grades K through 14 in Alabama.

An interdivisional State Department of Education committee was appointed by the State Superintendent of Education. This committee represented every division of the State Education Department. The mission of this committee was to develop plans for the implementation of Career Education in Alabama. The specific charges of the committee were:

- To define the concept of Career Education in Alabama
- To develop a continuum of career development phases and define each as a model for curriculum planning
- To insure the inclusion of career education concepts in the state course of study.

The committee developed the following position statement concerning career education in Alabama.

- Career Education is a comprehensive educational approach to the preparation of the citizenry for living as fulfilled human beings in a predominately technical, specialized society.
- Career Education should begin in Grade One or earlier and continue throughout the productive life of the individual.
- The concept of developmental Career Education dictates the necessity for a total educational program which is relevant to the world of work and programmed to provide for the development of an awareness of self and the world of work in the elementary students, exploratory experiences for the junior high students, and for senior high students, knowledges and skills necessary to pursue further education or to become employed.
- Career education is not conceived to replace or to be in addition to any educational programs in existence today. It is intended, however, to make educational subject

matter more meaningful and relevant to the individual through restructuring and focusing concepts around a career development theme.

This position statement was intended to be a guide for further development of concepts and curricula and the statement was intended to be utilized as a guide for development and implementation by local education agencies. Alabama made a beginning. What would the next step be?

CAREER EDUCATION CONCEPTS— identified

After the Alabama State Department of Education had completed the position statement, committees of educators were appointed to begin to interpret these concepts of career education as they might apply to schools in Alabama. It was believed that when the concepts were identified, school systems and teachers could begin to define and to develop these concepts into practical application for student learning. An interpretation of the term "career" was seen as basic to the development of career education concepts. The term "careers" was broadly interpreted as encompassing and relating the many settings in which people find themselves (home, school, occupation, community), the roles they play (student, worker, consumer, citizen, parent), and the events which may occur in their lifetime (entry job, marriage, retirement). Career development was viewed as a life long process beginning early in the pre-school years and continuing, for most individuals, through retirement. Career development was thus viewed as life career development directed toward the development of fully functional individuals. The essential elements of fully functional individuals in career development were then identified as follows:

It is believed that the key to a full life is to become a self, to learn what you want to be; to believe that you can become what you want to be; to relate your experiences toward the roles that you want to assume; to provide a balance in your living; and to become a fully functional person. We refer to this, becoming a personality, as self-awareness — leading to self identity.

There are certain elements which contribute to students becoming fully functional persons in a modern society, including:

- Learning to communicate, to read, to speak and to write (sometimes in more than one language)
- Learning the functions of numbers, to add, to subtract, and, to divide (and perhaps to do trigonometry and calculus)
- Learning to live in a scientific environment, to keep pressurized cans out of the sun; to place growing things in light; to keep electrical cords out of water; to conserve our energy — (some may need to design alternate energy sources, and need advanced chemistry and physics)
- Learning to protect their health and the health and safety of others
- Learning to love and to be loved
- Learning to work with others

These are essential learnings and as students learn these things, it is essential that they understand why.

The fully functional person assumes many roles. A woman may be homemaker, a mother, a seamstress, a secretary, an interior decorator, a gardener, a teacher, and a wife — and perhaps all of these in a single day. A man may be a father, a machinist, an afternoon coach for the children, a night student at a vocational center, a Sunday school teacher, a husband, a public speaker for the labor union, and a leader of group discussions concerning the environment — and perhaps all of these in a single week. He and she complement one another. Their roles are always changing; they are always becoming; they will have many careers; their careers will be their lives; they will come to accept or change their careers.

The fully functioning person will need many things in a lifetime — automobiles; a house — or an apartment or a condominium; furniture; washers and dryers (or use a washeteria); television sets and radios; food and clothing. To buy these items he will need to save or to borrow money; he may need to use charge accounts, or credit cards, or lay-away plans. Perhaps he will need insurance, a pension plan, and hospitalization. Perhaps he will own stock and bonds, or real estate. The appliances will need repairs; he will need to compare prices at the grocery stores; he will have to compare interest rates; he will have to work. He will learn that as he works, others buy his products or services; he will learn that if he saves, others can borrow his money; he will learn that if he borrows money, others will make money. The economic system into which he is born will have strange names like management, labor, capitalism, competition, interest. The career person will be part of the system.

To become a fully functioning individual, it is necessary to make decisions that can affect a person's ability to function. Will he marry; should he drink alcohol; will drugs affect him? What physician should he see; what church should he join; where will he live; should he go on to school? Larger questions will also affect him, such as: should there be smoke in the air; chemicals and pesticides in the rivers, or oil in the ocean? For whom should he vote? Inevitably, all of these questions must be answered and decisions made. How the decisions are made will affect him and others. Every action and every decision will have an effect. The consequences of decisions are simple at first — if you plant seed in soil, add water and light, you can create food to eat when you are hungry. The consequences of decisions grow increasingly complex. If he changes jobs and takes additional training in a new field, will he be happy in his work? Projected consequences of decisions are necessary to rational decision making.

What pupils want to become is closely related to their experiences, because this is what they know something about. Fifty years ago would any pupil have wanted to become an astronaut; to become a television repairman; to become a computer programmer; or to become a pilot on a 747? Students test their interests and abilities when they have an opportunity to play pianos and guitars; use wood chisels, paint, brushes, clay and molds; and to use microscopes, telescopes, cultivators, calculators, and oscilloscopes. Pupils also find their interests and abilities when they are provided hammers, nails, drills, wood, and saws; learn how to use electricity and motors; pliers and soldering irons; or to sculpt in copper using a blow torch. A wide range of experiences using tools provides the opportunity to do

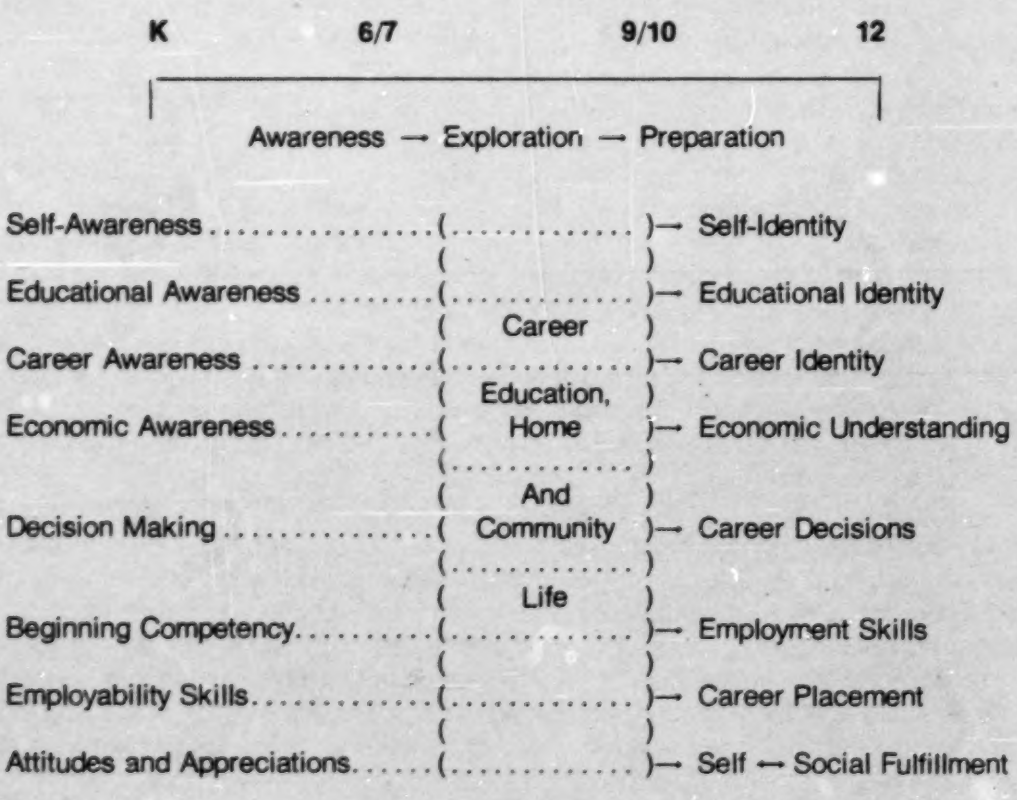
some exploring — to discover those tools with which pupils like to work. The pupils then gain some ideas of what they can become; and some skills that they can use, perhaps to make a living, perhaps as a hobby, or perhaps for recreation.

Everyone has to make a living; everyone must do something. Recreation for one man can become work and income for another man. The experiences that students have had with tools and the interests and skills that have been developed, can be utilized for employment or for further education. In addition to these skills the ability to get along with coworkers, to analyze their own feelings, to practice mental health, and to serve as both leader and follower when working in groups contribute to their employability.

These concepts were developed by the Alabama State Department of Education. The key word is relevance of the school and education. It is believed that relevance should begin very early in kindergarten and proceed through a lifetime. The sum total of all of the experiences is a unified, fully functioning person. The person understands himself; he has careers; he has values; and, he is able to function for both himself and for society.

The basic element in career education have been accepted as follows.

ELEMENTS OF CAREER EDUCATION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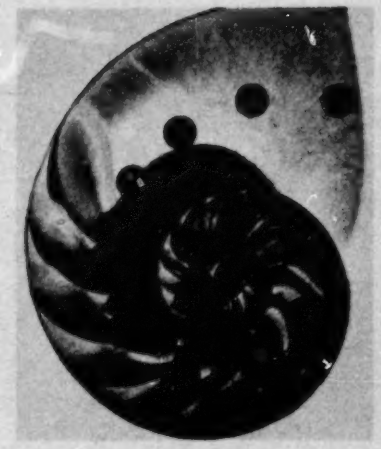
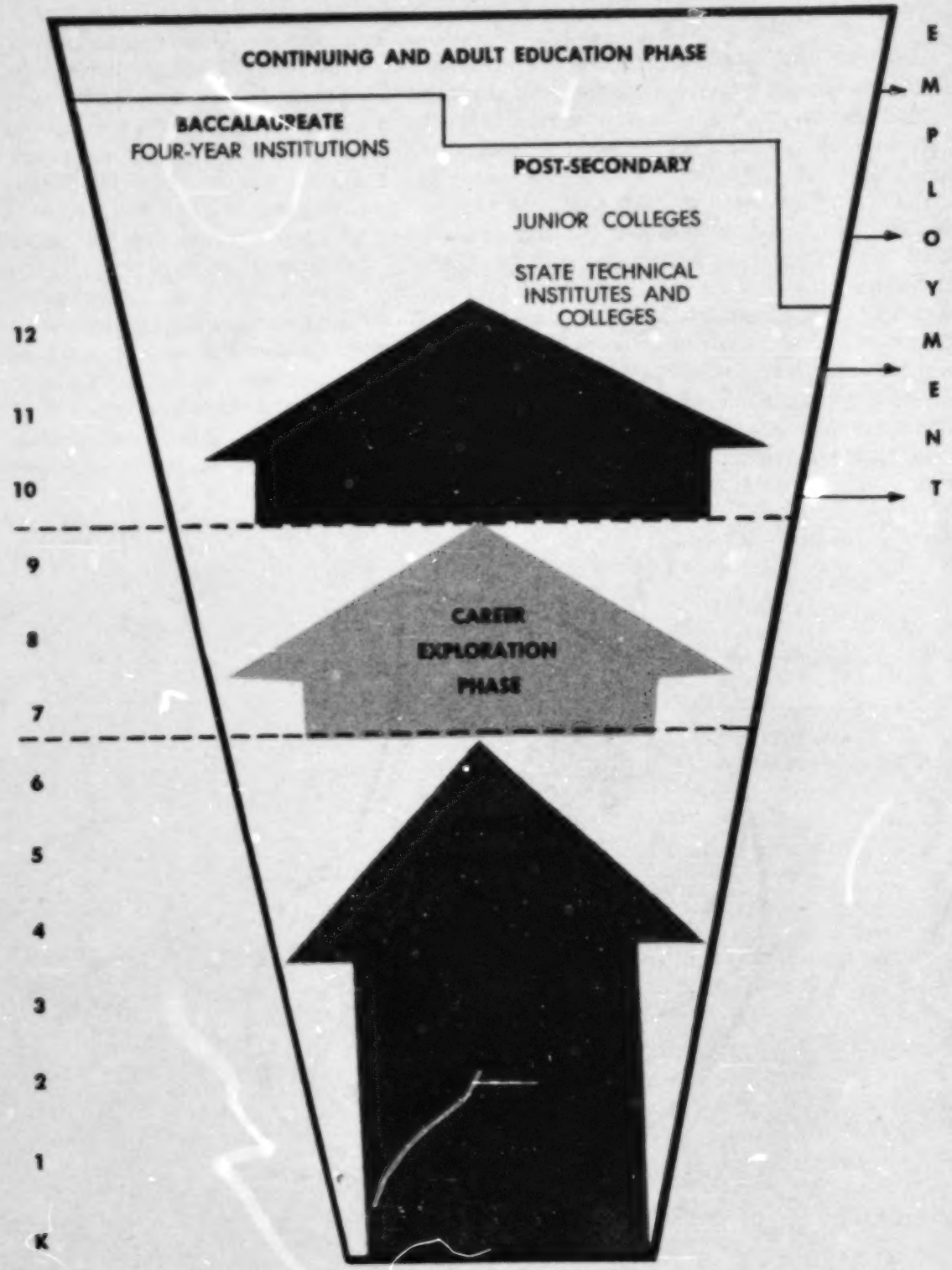
Awareness → Exploration → Preparation
Career Education, Home And Community Life
Self-Awareness → Self-Identity
Educational Awareness → Educational Identity
Career Awareness → Career Identity
Economic Awareness → Economic Understanding
Decision Making → Career Decisions
Beginning Competency → Employment Skills
Employability Skills → Career Placement
Attitudes and Appreciations → Self → Social Fulfillment



CURRICULUM EDUCATION CURRICULUM MODEL — A FRAMEWORK FOR CURRICULUM DEVELOPMENT

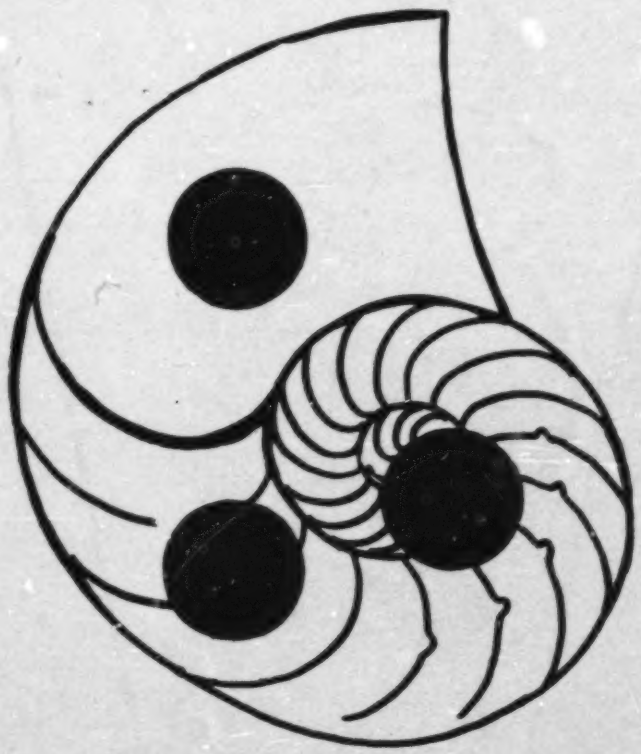
A curriculum model, kindergarten through grade twelve, is presently under development. The model takes the eight elements of career education and translates them into themes, goals, and objectives. Learning experiences are suggested related to each objective. The curriculum model is to be used as developmental resource material and classroom teachers are encouraged to be creative in planning instructional units to achieve career education objectives. The structure of Career Education included in this curriculum model provides a comprehensive sequential and integrated approach to career education designed to assist students to make career decisions based on a broad understanding of career possibilities and requirements and an assessment of the students' own interests, aptitudes, values and goals. The structure provides for a conceptual change in the existing curriculum rather than the addition of new courses. The structure meshes the academic subject matter ("knowing" cognitive domain), job employability and skill development ("doing" psycho-motor domain) and self understanding and decision-making ("feeling" affective domain). The structure identifies career education goals in three stages or phases beginning in the early grades with career awareness, progresses through exploration of career possibilities, and finally moves into preparation for employment, job proficiency and career advancement. The structure of the Career Education Curriculum Model in Grades K through 12 is shown in the following chart:

CAREER GUIDANCE—AN INTEGRAL PART OF EACH PHASE OF CAREER EDUCATION



The three phases of the Career Education Curriculum Model are described as follows:

Career awareness begins in the elementary school. Pupils are encouraged to role play — to examine all of the roles that they can assume, and to become aware of what they need to learn as they play the roles. They need to talk to the adults who engage in the activities as they, too, act out their roles, perform their jobs, and live their careers. What is it like to work in a store, to be a policeman, to be a fisherman, to play the piano, to be a mother or father; to be a plumber, an electrician, or a doctor, or a farmer? Small children like to live in a world of fantasy, developing skills in learning about themselves and learning how they can better create the skill to make them more adequate persons — how to speak fluently, how to relate to other people, how to use a brush in painting, how to read the labels in the grocery store, and how to make change. As the elementary pupil learns to do these things, and as he becomes aware of the roles (careers) of others, he begins to learn that fantasy becomes reality — that he must make decisions about whom he can become. He also begins to be aware that careers are a way of life. He learns that he can overcome some inadequacies, inability to hop or skip, inability to make fine hand movements, to read, to assume responsibility, to create something. As he succeeds in overcoming inadequacies, the pupil builds feelings of adequacy. He begins to associate himself with the world in which he will live. He begins to associate himself with the many roles that he will assume. He begins to relate to a world in which he will work.



Career exploration is a logical next step. After the pupil is old enough to have developed an awareness of himself and an awareness that he will have careers, he needs to explore, to find those roles for which he is best suited. He needs to use all of the implements that are associated with the roles so that he can learn those implements that he can utilize best. He needs to use paint brushes, charcoal, pastels, media, clay, chisels and mallets. He needs to pick the guitar, punch piano keys, sing, and create musical instruments. He needs to role play in drama, to learn to speak in various roles, to use his body, for all of these are tools. He needs to use every implement he can find, for every implement that he uses can become a tool for one career, or one role of a career. As he develops skill in using tools, he can gain experiences from which he can develop interests and talents. These skills and experiences provide the means for developing careers. His social relationships, how he gets along with others, how he functions in groups, how he makes decisions, are also tools that he can learn to use in his exploring. The pupil is learning to take the things that he learns in school and to make the subject relevant to those roles he will assume in adulthood, to those careers that he will follow in living.

The third step in career education — toward relevancy in school — is career preparation and placement. During the career awareness and exploration phase, the pupil has become aware of careers, he has explored possible careers, he has used tools, and he has, hopefully, had an opportunity to talk with someone who uses these tools in his world of work. He has become aware of those tools with which he likes to work, perhaps group processes or debating, and he wants to become a teacher, or a lawyer and will go on to higher education. Perhaps the pupil is attracted to construction work, flower arranging, horticulture, mining or manufacturing. He will need to use the tools of these careers to gain further skill. If he wants to become an electrician, a plumber, an electronics technician, or an aircraft maintenance worker, he may need to attend a technical institute or a junior college. Career preparation and placement refers to this aspect of becoming a person — to find fulfillment with a salable skill if his education is terminated at the ninth grade, or at the end of high school, or if he goes on for further education at either a technical institute, a junior college, or higher education.

This will not, however, be the end of career education, for a career is always changing. A person may have educated himself to be an engineer, or a teacher, but may need to find another career because the demand for that occupation may have declined. Perhaps a mother has reared her children and feels the need to find an occupation that can help fulfill her life. She will need a new career. After working for thirty or forty years, retirement is inevitable. A different career during retirement may be sought. Perhaps we will take up horticulture, or photography, or fishing. Career education is believed to be needed for all Alabama citizens. Career education is relevancy, citizens assuming responsibility for their education and making the education relevant to those careers they choose. The goal of the Career Education Curriculum Model is to provide a framework for education of people, whether six or sixty, to assist them in achieving realistic goals as a functional individual in a real world.

CAREER EDUCATION — A PRIORITY

In order to assist the State in establishing programs in career education, funds wer fused, whenever possible, to gain optimum results. Appalachian funds have been allocate in such a manner as to permit the funding of forty-seven area technical-vocational center for use in continuing education by communities and by elementary and secondary pupil Other federal funds such as Part F of the Educational Professional Development Act wer utilized to initiate programs of in-service education for teachers. Some systems were en couraged to design exemplary projects in career education and to submit proposals fo both state and federal funds. Both state and federal funds were utilized to develop researc and evaluation of career education programs. School systems were encouraged to utiliz Title III of the Elementary and Secondary Education Act for funds to develop programs i career education. In addition systems were encouraged to utilize ESEA Title I funds for sup plementary reading materials related to career education.

At the present time thirty-five school systems in Appalachian Alabama have receive Appalachian funds and funds from the Office of Education to develop programs in caree education. These thirty-five school systems involve approximately 300,000 children in Ap palachian Alabama. These systems are advancing rapidly in developing programs in caree awareness, career exploration and career preparation and placement.

Career education, as conceived by the State Department Position Statement, and a the concepts were defined and distributed throughout the state, is moving rapidly i Alabama. School systems have designed projects, written proposals, engaged in in-servic activities for teachers, and implemented career education units in elementary and sec ondary classrooms. Interest is rising over the state. Career Education — relevance i classrooms, reaching pupils, making education interesting — is contagious.

LEADERSHIP AT THE STATE LEVEL FOR CURRICULUM CHANGE

In-Service Education for Members of the State Department of Education

Since career education is new, it has not been a part of the teacher education program for many educational leaders. This realization prompted the State Department of Education to conduct in-service education programs for members of the State Department Staff to prepare them to assist school systems with the development of career education as an integral part of the total school curriculum. Three seminars on career education were conducted for the state staff followed by participation of all supervisors in career education curriculum committees.

In-service Education for Faculty Members of Institutions of Higher Education

In order to provide adequate consultative assistance to local school systems, it was necessary to provide an opportunity for faculties in the institutions of higher education, that were approved by the State Department of Education for the certification of teachers, to learn more about career education. Conferences were conducted for college faculties to familiarize them with the concepts that had been defined by the position statement, the definition of career education, and some activities of pupils in career education programs. Those faculty members were encouraged to serve as consultants to local school systems for in-service education and to develop and to integrate career education activities into pre-service and in-service programs for teachers.

The State Department has assumed leadership in assisting institutions of higher education move toward accountability in both pre-service and in-service education of teachers. in 1972, the State Board of Education passed a resolution encouraging institutions of higher education to prepare teachers in programs that are consistent with the concepts of performance based education. The Alabama State Board of Education has adopted standards for state approval of teacher education programs. The State Department has scheduled regular visits by teams for program approval.

In addition to this effort, the State Department has scheduled a series of conferences involving classroom teachers, faculty members from higher education institutions, State Department personnel, and representatives from business and industry to develop competencies and performance criteria for teachers in career education. These competencies will assist institutions of higher education to develop pre-service and in-service programs under the auspices of the standards of the National Council for the Accreditation of Teacher Education (NCATE), which establishes standards in general education, supplementary knowledges, knowledges and skills to be taught to pupils, humanistic and behavioral studies, and appropriate clinical experiences. The NCATE standards indicate that performance criteria should be established in each of these areas. Projected plans for the establishment of competencies in career education will assist institutions adapt to those NCATE standards which relate to professional education.

Some institutions of higher education in Alabama are projecting plans for the development of career education laboratories which will begin to integrate career education concepts into pre-service and in-service programs for elementary and secondary teachers and school support personnel. These laboratories will feature extended use of technology and will research exemplary clinical experiences for teachers. The State Department is serving in a consultative capacity to these institutions in the development of the career education laboratories and will continue to encourage developments in career education.

Career education has made a beginning in institutions of higher education in Alabama. The progress of these institutions in developing the concepts of career education for prospective teachers will continue. As a result Alabama pupils will be taught by teachers who can make education relevant in a changing society.

Vocational Education State Work-Conference on "Career Guidance an Educational Responsibility"

In August 1973, the Division of Vocational Education and Community Colleges sponsored a work conference on "Career Guidance — an Educational Responsibility." Approximately 3,000 vocational teachers and guidance counselors attended this week-long conference. Through the use of EPDA Part F funds, general guidance counselors and industrial arts teachers from throughout the state participated.

The conference goals were as follows:

- To develop an understanding of the foundations of Career Education
- To develop an understanding of the structure and purposes of Career Guidance
- To explore ways of implementing Career Guidance as an integral part of the curriculum
- To develop an understanding of the cooperative roles of guidance counselors, vocational counselors, vocational teachers, school administrators, parents and the community in the implementation of a Career Guidance program.

The work-conference opened with a Career Guidance Panorama, which was a colorful three screen slide presentation of Career Guidance concepts. This presentation introduced and paralleled the *Career Guidance Handbook* which was developed by the Career Education Staff of the Vocational Division. This handbook was made available to each conference participant and was used as a reference throughout the conference, and following the conference.

The structure of the conference included general sessions and sectional meetings. State and National personalities addressed the morning general sessions and presented the basic concepts and principles of career guidance (Why and What) as an integral part of career education. In the afternoon, smaller groups made up of personnel from the respective occupational groups discussed the implications of the morning speeches for their professional area (How and When).

This conference set into motion curriculum revision and modification of instruction to include career guidance as an integral part of each vocational course. In addition, career guidance and exploratory experiences have been included in new courses taught by vocational teachers in junior high and middle schools grades. Student placement has been accepted as an important role of the vocational teacher and counselor.

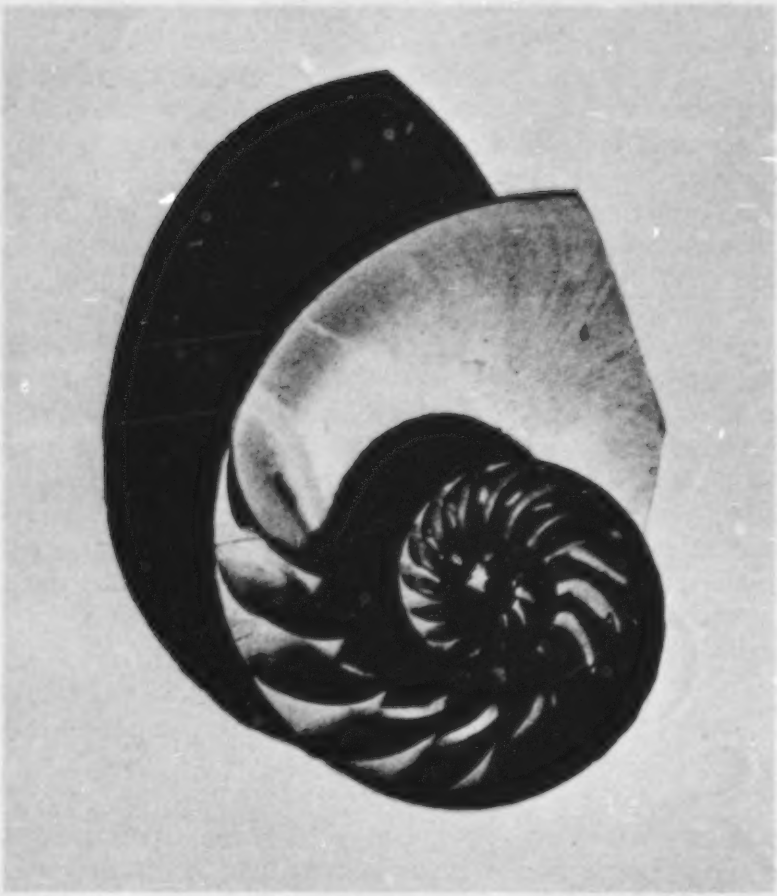
Twenty thousand copies of the *Career Guidance Handbook* have been distributed and are in use by teachers throughout the state in making career education an integral part of the total curriculum in Grades K through 14.

State Course of Study Committee

The state study committee was enlarged to include three members to represent Career Education. The role of these members is to assist the total committee in identifying career education concepts as an integral part of the total instructional program in grades K through 12.

Participation in the Vocational-Technical Education Consortium of States (V-TECS)

The State Department of Education is currently engaged in several consortia. One consortium is composed of seven states, the Vocational-Technical Education Consortium of states (V-TECS), which has as its major purpose the development of catalogs of performance objectives and criterion referenced measures in vocational education. The performance objectives and criterion measures will be field tested. The catalogs thus produced will be used as a basis for curriculum development at the secondary and post secondary levels.



The Top of Alabama Regional Council of Government (TARCOG)

The Top of Alabama Regional Council of Government (TARCOG) which is affiliated with Appalachian funding is presently developing an experimental project in the use of a satellite to educate teachers in career education. Alabama will have 240 teachers who will receive instruction through the technology of satellites, television, and computers in this experiment. The Appalachian Alabama Career Education Project of the State Department of Education is cooperating with TARCOG in attempting to ascertain if this technology, utilized in the in-service education of teachers, can improve curricula in career education for Alabama children.

Staff of the Appalachian Alabama Career Education Project

The Staff of the Appalachian Alabama Career Education Project, which is a project of the Vocational Education Division, has engaged in numerous in-service educational programs for teachers in Appalacian Alabama. As a result of the activities of this group, sixty-three conferences were held during 1973 involving 3,405 teachers in twenty-five school systems. During 1974 this project has been expanded to include thirty-five systems.

An instructional laboratory was developed so that teachers might learn how career education concepts were integrated into activities for Alabama school children. Teachers who had developed and who had involved children in career education activities met with other teachers and demonstrated teaching techniques which were intended to develop career awareness, career exploration, and career preparation and placement. There were approximately eight hundred teachers at the instructional laboratory representing thirty-five school systems in the State of Alabama.

The staff has held numerous conferences and workshops for institutions of higher education to encourage a fusion of career education concepts into pre-service and in-service programs for teachers. In addition, the staff has engaged in conducting conferences and workshops for personnel from the State Department of Education.

The progress of integrating the concepts of career education into curricula has been rapid and effective. The openness of teachers to change and the joining with and the use of technology to improve education has been phenomenal. The State Department of Education has attempted to cooperate with and to provide leadership so that the progress will continue.

CAREER EDUCATION — PROMISE FOR THE FUTURE

It is recognized in Alabama that through Career Education, the youth and adults will be helped in their development as fully functioning individuals in a changing society. The realization that career education is a lifelong endeavor, and that career education is a positive approach in providing relevant education, holds promise for Alabama.

Teaching is an art and a science. When creative teachers design activities for pupils that can assist the creativity in pupils to emerge and to expand, and when pupils find fulfillment as fully functional persons, then teaching becomes an art — an art that will permit pupils to expand their lives. As Oliver Wendell Holmes said:

Build thee more stately mansions, O my soul,
As the swift seasons roll!
Leave thy low-vaulted past!
Let each new temple, nobler than the last,
Shut thee from heaven with a dome more vast,
Till thou at length art free,
Leaving thine outgrown shell by life's unresting sea!

(*The Chambered Nautilus*)

Career education is creating an ever expanding shell, helping students find fulfillment as persons, and making a contribution to society because education has been relevant. To assist in the design of activities that can assist in creating this relevancy is the "art of the State." Alabama is committed to this art.